



## BELVEDERE ELEMENTARY

201 Rhomboid Place  
Belvedere, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	614 Students	
<b>Principal</b>	Mrs. Alison Churm	803-442-6330
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Good
2008	Average	Good
2007	Average	Average
2006	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

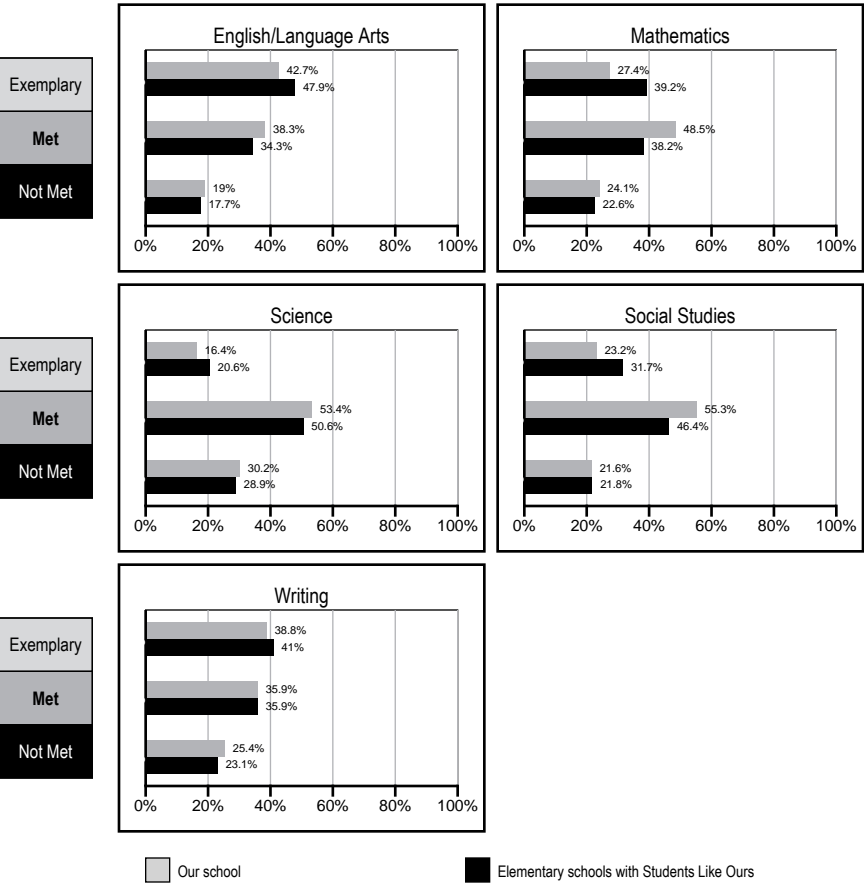
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	37	30	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=614)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 3.2%	1.2%	1.2%
Attendance rate	96.1%	Down from 96.6%	96.2%	96.1%
Eligible for gifted and talented	11.3%	Up from 10.6%	16.0%	11.7%
With disabilities other than speech	9.4%	Down from 10.5%	7.6%	8.0%
Older than usual for grade	0.8%	Down from 1.8%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Up from 57.1%	59.4%	60.5%
Continuing contract teachers	100.0%	Up from 92.9%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	No Change	89.0%	87.0%
Teacher attendance rate	94.0%	Up from 93.0%	95.4%	95.4%
Average teacher salary*	\$48,829	Up 0.2%	\$47,870	\$47,288
Professional development days/teacher	10.6 days	Up from 6.4 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.8	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.7 to 1	19.9 to 1	19.2 to 1
Prime instructional time	88.4%	Down from 89.1%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,260	Up 4.4%	\$7,124	\$7,548
Percent of expenditures for instruction**	75.3%	Up from 74.9%	68.8%	68.7%
Percent of expenditures for teacher salaries**	72.4%	Up from 58.7%	65.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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## Report of Principal and School Improvement Council

Belvedere Elementary School's mission is to work cooperatively with parents and the community to promote academic success for students in a safe environment. A family friendly atmosphere creates a secure environment in which students thrive. Every faculty member is committed to these same principals by providing a caring, nurturing setting in each classroom.

Our goal is to help each child reach his/her maximum potential through high expectations and the development of critical thinking skills. Our students performed well on PASS in the spring of 2009, allowing us to meet Adequate Yearly Progress (AYP). Belvedere was also named a Palmetto Silver Award Winner for the third straight year for closing the achievement gap. The addition of a Reading Recovery teacher to our staff and the restructuring of our Student Support Team to a school-wide intervention have allowed our teachers to examine our strengths and weaknesses to improve instruction. It has also provided very specialized assistance for some students in need. Exciting events and projects engage our students throughout the year. We are proud to have the "Area 2 Spelling Bee Winner" in our current fifth grade. Our teachers spent a great deal of time this year in staff development. Our "Early Release Day" activities provided many opportunities to collaborate with other teachers in our area. We were able to have district consultants, writing consultants, and have plenty of time for "sharing our ideas."

Every classroom at Belvedere is now equipped with an interactive white board. This provides unlimited resources to the teachers as they can access SCETV Streamline and other online sites. Computer assisted instruction, individually paced, are available for each student. Laptop computers for research and writing are also available for students on a daily basis.

Extended hours for learning and social development are provided daily by The Sunshine House's QuestZone Afterschool Program. An EAA afterschool tutoring program also provides additional opportunities for our students throughout the year.

Our parents and community continue to support us daily. The Belvedere PTO and School Improvement Council support our school through events such as PTO Fall Carnival, Ice Cream and Popcorn Sales (weekly), school grounds beautification day, Teacher Appreciation Week, Teacher Welcome Back Breakfast, Student Appreciation, and the Teacher Mini-Grant Program. Our PTO has contributed over \$13,000.00 to support our students and teachers.

This year Belvedere Elementary became a SC Red Carpet School by providing effective customer service to all of our stakeholders. The "Bears" are proud to call BES their home as we strive to make our school the best place to learn and grow!

Alison Churm, Principal  
Kevin Wilson, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	52	50
Percent satisfied with learning environment	95.0%	88.2%	82.0%
Percent satisfied with social and physical environment	94.9%	86.5%	79.2%
Percent satisfied with school-home relations	95.0%	84.3%	91.8%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	295	99.7	19	38.3	42.7	90.1	85.1	83.5	Yes	Yes
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**Gender**

Male	151	99.3	23.2	35.9	40.8	86.6	82.1	80.1	N/A	N/A
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Female	144	100	14.4	40.9	44.7	93.9	88.2	87	N/A	N/A
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**Racial/Ethnic Group**

White	195	99.5	13.6	34.8	51.6	93.5	89.8	89.6	Yes	Yes
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African American	92	100	30.1	47	22.9	83.1	77.6	74.6	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
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**Disability Status**

Disabled	28	96.4	53.8	34.6	11.5	65.4	50.3	51.7	I/S	I/S
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81.1	79	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	136	99.3	23.7	44.9	31.4	84.7	79.4	76.9	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	295	100	24.1	48.5	27.4	88.3	79.8	80.4	Yes	Yes
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**Gender**

Male	151	100	24.6	45.8	29.6	88.7	78.1	78.4	N/A	N/A
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Female	144	100	23.5	51.5	25	87.9	81.6	82.5	N/A	N/A
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**Racial/Ethnic Group**

White	195	100	17.4	49.5	33.2	92.4	86.1	87.8	Yes	Yes
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African American	92	100	38.6	47	14.5	80.7	70	69.3	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
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**Disability Status**

Disabled	28	100	46.2	38.5	15.4	80.8	43.1	46.1	I/S	I/S
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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**English Proficiency**

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76.4	78.9	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	136	100	30.5	46.6	22.9	82.2	72.1	72.8	Yes	Yes
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\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	202	99	29.4	54	16.6	70.6	65.3	67.3
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**Gender**

Male	116	99.1	28.4	53.2	18.3	71.6	65.8	66.9
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Female	86	98.8	30.8	55.1	14.1	69.2	64.8	67.7
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**Racial/Ethnic Group**

White	133	98.5	19.4	58.9	21.8	80.6	76.4	79.6
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African American	65	100	50	43.3	6.7	50	48.8	49.7
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.1	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
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**Disability Status**

Disabled	24	100	N/A	N/A	N/A	54.5	29.9	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.7	58.6
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**Socio-Economic Status**

Subsidized meals	96	99	36.9	48.8	14.3	63.1	53	55.4
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**Social Studies**

All Students	201	100	21.6	55.3	23.2	78.4	66.2	70.9
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**Gender**

Male	98	100	22.8	48.9	28.3	77.2	66.5	70.1
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Female	103	100	20.4	61.2	18.4	79.6	66	71.7
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**Racial/Ethnic Group**

White	135	100	14.1	57	28.9	85.9	73.7	79.2
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African American	60	100	35.7	53.6	10.7	64.3	53.7	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.3	86.8
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.8	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
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**Disability Status**

Disabled	16	100	33.3	53.3	13.3	66.7	31.4	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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**English Proficiency**

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	65.1	68
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**Socio-Economic Status**

Subsidized meals	85	100	33.3	50.7	16	66.7	55.5	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	297	100	25.4	35.9	38.8	74.6	73.1	72.1	96.1	95.9
Gender										
Male	151	100	31.7	39.4	28.9	68.3	66.6	65.2	96.2	95.8
Female	146	100	18.7	32.1	49.3	81.3	80	79.2	96.1	96
Racial/Ethnic Group										
White	196	100	21.9	32.1	46	78.1	79.8	80.8	95.7	95.7
African American	93	100	32.9	46.3	20.7	67.1	62.9	59.7	97.1	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	87	97.6	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.1	64.6	96.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
Disability Status										
Disabled	32	100	69	20.7	10.3	31	24.3	27.7	95.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.3	63.7	95.9	96.5
Socio-Economic Status										
Subsidized meals	133	100	29.7	42.4	28	70.3	63.6	61.9	95.6	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	106	100	21	32	47	79
	4	83	100	22.8	39.2	38	77.2
	5	91	100	11	42.7	46.3	89
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	100	100	13.5	33.7	52.8	86.5
	4	108	99.1	22.9	40	37.1	77.1
	5	87	100	20	41.3	38.8	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	106	100	36	33	31	64
	4	83	100	16.5	57	26.6	83.5
	5	91	100	19.5	43.9	36.6	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	100	100	30.3	52.8	16.9	69.7
	4	108	100	23.8	45.7	30.5	76.2
	5	87	100	17.5	47.5	35	82.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	53	100	38.8	53.1	8.2	61.2
	4	83	100	22.8	62	15.2	77.2
	5	46	100	14.3	64.3	21.4	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	31.8	50	18.2	68.2
	4	108	100	28.6	56.2	15.2	71.4
	5	43	95.4	28.9	52.6	18.4	71.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	53	100	23.5	37.3	39.2	76.5
	4	83	100	13.9	60.8	25.3	86.1
	5	45	100	17.5	42.5	40	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	17.8	66.7	15.6	82.2
	4	108	100	22.9	48.6	28.6	77.1
	5	44	100	22.5	60	17.5	77.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	105	100	27	32	41	73
	4	83	98.8	35.9	38.5	25.6	64.1
	5	89	98.9	19	46.4	34.5	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	99	100	32.6	37.1	30.3	67.4
	4	108	100	25.7	32.4	41.9	74.3
	5	90	100	17.1	39	43.9	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample